Fellows Assignment Checklist 2008-2009

Meeting One.

1. Differentiated Instruction Self Assessment

2. Completed Sorting Organizer (differentiated according to process, content, and product)

3. Reflection:

a. What is differentiation?

b. What factors lead to learner diversity in the classroom?

c. What is the teacher's role in differentiated instruction?

Meeting Two.

1. How will "getting to know your students" benefit you as a teacher practitioner in planning for and designing lessons to meet he needs of ALL of your students? When answering this question, recall the following:

a. the ways in which we can differentiate - content, product, and process

b. where you fell on the differentiation self-assessment in the areas of student readiness, interest, and leaming profile

Meeting Three.

1. Evidence of completed student learning profiles.

2. Describe, in detail, how you put "Gardner's multiple intelligences" and "student interests" into action.

a. Describe, in detail, the context in which you differentiated your instruction.

b. How did you use the multiple intelligence and student interest inventories to group your students?

c. What grouping method did you use to place students (flexible, cooperative, ability)? Explain why this method was most appropriate.

Meeting Four.

1. Completed curriculum map for your differentiated unit of choice depicting the following:

a. exit points

b. coded for Bloom's taxonomy

c. coded for Gardner's multiple intelligences

2. Reflection:

a. What levels of the taxonomy are represented? What levels are missing? Do you have enough rigor and challenge?

b. Which multiple intelligences are well represented? Which are less represented or missing? Do you have enough variety?

Meeting Five.

1. Discussion Topic: Discuss in depth how differentiated instruction helps you to meet the needs of your special needs students. 2. Detailed description of tiered assignment. Include prompt, directives, evaluation criteria, and/or rubric.

3. How did you incorporate flexible grouping into this assignment?

4. Reflection/Synopsis:

a. What worked well?

b. What did not work well?

c. What might I do differently next time?

Meeting Six.

1. Discussion: How can I ensure that differences in grades are due to challenge rather than "more work?"

2. Detailed description of totally ten assignment. Include prompt, directives, evaluation criteria, and/or rubric. 3. Reflection/Synopsis:

a. What worked well?

b. What did not work well (obstacles)?

c. What might I do differently next time?